Paper Civilizations

Project Learning Tree Activity #93

Program of Studies

Science:

- S-P-AC-2 (Students will examine the interaction between science and technology.)
- S-P-AC-4 (Students will examine how science fosters understanding of issues (e.g., use/misuse, availability, distribution) related to natural resources.)
- S-4-AC-3 (Students will examine the role science plays in everyday life.)
- S-5-AC-2 (Students will demonstrate the role science plays in everyday life and explore different careers in science.)
- S-6-AC-1 (Students will examine the interaction between science and technology.)
- S-7-AC-2 (Students will describe the effects of science and technology (e.g., television, computers) on society.)
- S-8-AC-1(Students will use scientific inquiry and conceptual understandings to design technological solutions (e.g., zippers, ballpoint pens) to problems.)
- S-8-AC-2 (Students will examine the interaction between science and technology.)
- S-8-AC-6 (Students will describe the effects of science and technology (e.g., television, computers) on society.)
- S-8-AC-7 (Students will demonstrate the role science plays in everyday life and explore different careers in science.)
- S-8-AC-9 (Students will explore the importance of scientific discoveries in world history (e.g., new drugs, weapons, transportation).)

Social Studies:

- SS-P-H-2 (Students will understand how and why (cause-and-effect) events occurred in the community, state, or nation.)
- SS-P-H-5 (Students will understand simple historical time lines and use primary and secondary sources and artifacts to examine the past.)
- SS-P-E-4 (Students will understand that consumer wants influence the production and consumption of goods and services.)
- SS-4-E-3 (Students will understand economic concepts (e.g., markets, goods and services, supply and demand, scarcity, opportunity cost, money as a means of exchange, profits) and use them appropriately in context to explain conditions or events in Kentucky history and regions of the United States.)
- SS-4-E-4 (Students will recognize that economic systems are created to deal with the problem of scarcity.)
- SS-5-E-3 (Students will trace changes over time in the economic system of the United States, including changes in the goods and services produced by United States workers and the impact of specialization.)

English Language Arts:

- ELA-P-R-5 (choose and read a variety of materials to gain understanding of the world around them and of the nature of texts, including literary materials (e.g., plays, poetry, short stories) and transactive materials e.g., letters, articles)

Core Content

Science:

- SC-E-AC-1(distinguish between natural objects and objects made by humans and examine the interaction between science and technology. Technology (e.g., thermometer, hand lens) is used to study science, while science provides theories for technology. Science is used to design simple technological solutions to problems (e.g., use understanding of heat transfer in designing an insulated container for ice cubes).)
- SC-E-AC-2 (examine how designing and conducting scientific investigations fosters an understanding of issues related to natural resources (e.g., scarcity), demonstrate how the study of science (e.g., aquariums, living systems) helps explain changes in environments, and examine the role of science and technology in communities (e.g., location of landfills, new housing developments).)
- SC-E-AC-3 (examine the role science plays in everyday life.)
- SC-M-AC-1(describe how science helps drive technology and technology helps drive science. Because perfectly designed solutions do not exist, technological solutions have intended benefits and unintended consequences.)
- SC-M-AC-3 (demonstrate the role science plays in everyday life: past, present, and future. Science is a human endeavor. Men and women of various social and ethnic backgrounds engage in activities of science (to include careers in science). Scientists formulate and test their explanations of nature using observations, experiments, and theoretical and mathematical models. It is part of scientific inquiry to evaluate the results of scientific investigations, experiments, observations, theoretical models, and the explanations proposed by other scientists.)
- SC-H-AC-1(apply scientific theory and conceptual understandings to solve problems of technological design and examine the interaction between science and technology.)
- SC-H-AC-3 (analyze the role science plays in everyday life and compare different careers in science; recognize that scientific knowledge comes from empirical standards, logical arguments, and skepticism, and is subject to change as new evidence becomes available; and investigate advances in science and technology that have important and long-lasting effects on science and society.)

Social Studies:

- SS-E-3.1.2 (Consumers use goods and services to satisfy economic wants and needs.)
- SS-E-3.1.3 (Every time a choice is made, an opportunity cost is incurred. Opportunity cost refers to what is given up when an economic choice is made.)
- SS-E-3.4.1 (Producers create goods and services; consumers make economic choices about which ones to purchase.)

Reading:

- RD-E-1.0.6 (Explain the meaning of a passage taken from texts appropriate for elementary school students.)
- RD-M-1.0.11 (Explain the meaning of a passage taken from texts appropriate for middle-level students)

Practical Living:

- PL-E-3.1.5 (There are consumer decisions (e.g., reducing, recycling, and reusing) that have positive impacts on the environment.)

- PL-M-3.3.2 (Improving environmental conditions (e.g., air and water quality) and preserving natural resources impact personal and community health.)